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BOARD OF HIGHER EDUCATION INTERIM REPORT AND RECOMMENDATIONS

SPECIAL REPORT 2-67 (MARCH 1967)
NORTH CAROLINA BOARD OF HIGHER EDUCATION
RALEIGH, NORTH CAROLINA

North Carolina Board of Higher Education

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NORTH CAROLINA BOARD OF HIGHER EDUCATION

1307 Glenwood Avenue
P. O. Box 10887, Raleigh, N. C.

INTERIM REPORT AND RECOMMENDATIONS

OF THE

NORTH CAROLINA BOARD OF HIGHER EDUCATION

March 29, 1967



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STATE BOARD OF HIGHER EDUCATION

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March 29, 1967

To Governor Dan K. Moore

and

The General Assembly Session of 1967

and

The Public Institutions of Higher Education in North Carolina:

The Board of Higher Education is privileged to submit its Interim Report and Recommendations.

The Board's Biennial Report, recently published, covered the period January 1965 through December 1966. It reported only on the Board's activities during that two-year period, noting that a separate report would be submitted which would include recommendations.

The attached Interim Report will be followed in August 1968 by the long-range plan for higher education for the next decade.

Watts Hill, Jr., Chairman

Gordon H. Greenwood, Vice Chairman

Mrs. Harry P. Horton, Secretary

John F. Corey, Recording Secretary

CONTENTS

LETTER OF TRANSMITTAL	ii
LIST OF TABLES	iv
INTRODUCTION	v

Part A

I. Objectives of Higher Education	1
II. Enrollment	2
Enrollment in 1975	2
Enrollment in 1967-69	3
Out-of-State Enrollment	4
In-State Tuition	6
III. Financing Higher Education	7
Budget Preparation and Administration	7
State Support of Higher Education	10
Impact of Over-enrollment	12
IV. Admissions Standards	13

Part B

V. Private Colleges and Universities	18
VI. Community Colleges	19
VII. Predominantly Negro Colleges	22
VIII. Four-Year Colleges	25
IX. Five-Year Institutions	27
X. Consolidated University of North Carolina	28

Part C

XI. List of Recommendations	31
CONCLUSION	33
TABLES	34

LIST OF TABLES

Tables		Page
I	Enrollment Projections: Institutional Projections, Statewide Demand and Modified Projections, 1967-1975	35
II	Undergraduate Tuition, Room and Board Charges, and Required Fees at Tax-supported Senior Colleges in North Carolina, September 1966-May 1967	36
III	Selected Expenditures from the General Fund	37
IV	Scholastic Aptitude Test (SAT) Scores and National Teacher Exam (NTE) Test Scores	38
V	Undergraduate Student Withdrawals from Tax-supported Senior Colleges in North Carolina, September 1965 - May 1966	39

INTRODUCTION

The legislative mandate of the State Board of Higher Education is "to plan and promote the development of a sound, vigorous, progressive, and coordinated system of higher education" in North Carolina. The statutes (G.S. 116-154) further state that

In pursuit of this objective the Board will seek the cooperation of all of the institutions of higher education and of the other educational agencies in planning a system of higher education that will serve all the higher educational needs of the state and that will encourage a high standard of excellence in all institutions composing the system, each operating under the direction of its own board of trustees in the performance of functions assigned to it.

With the cooperation of the tax-supported and private colleges and universities, the Board in May 1966 initiated a major study of higher education which will lead to a report and recommendations concerning the goals, functions, scope, and organization of higher education in North Carolina. This blueprint for future development, scheduled for completion in August 1968, will be updated on a continuous basis. Approximately fifty studies are underway, dealing with the utilization of space and facilities; financing higher education; faculty supply and demand; students and enrollments; academic opportunities and needs; and institutional administration, organization and control. The majority of these studies require the collection and analysis of large amounts of data not previously collected. There is, however, much basic information in hand that will be made available on request, although only a limited number of studies can be formally completed in time to be of significant assistance to the 1967 General Assembly.

The statutes also provide that the Board of Higher Education "shall give the Governor, the General Assembly and the various institutions advice on higher education policy and problems," (G.S. 116-158.1) and the Board recognizes its obligation to provide the General Assembly with such information and recommendations as the data already gathered permit. This, then, is an interim report based on currently available data.

The report is divided into two parts. Each part contains recommendations of the Board. Part A deals with:

- Objectives of higher education
- Enrollment projections
- Financing higher education
- Admissions standards

In Part B, these four areas are related to the five most logical groupings of post-high school institutions of higher education in the state, plus a section on predominantly Negro colleges. These five groupings are private junior and senior colleges and universities, community colleges, four-year tax-supported colleges (those granting only baccalaureate degrees), five-year tax-supported colleges (those granting baccalaureate and master's degrees), and the Consolidated University.

PART A

I. Objectives of Higher Education

The long-range plan for higher education when completed in August 1968, will include a statement of higher education objectives which will include such subjects as structure and organization, educational programs, equality of educational opportunity, and the commitment of the state to society and to students to provide appropriate resources in higher education. The present system of higher education includes private and public colleges, consisting of two-year, senior and university level institutions. It is state policy that every student have equal access to the system; access to particular institutions depends on the ability and preparation of the student.

The North Carolina Constitution (1868) affirms that the privileges of education are the citizens' birthright and sets forth the state's obligation to maintain that right and encourage its fulfillment. The state must provide educational programs and facilities, in both quantity and quality, appropriate to the diverse needs of the people in order that every individual may have the opportunity to develop to the maximum, commensurate with his abilities and motivation. The individual student has a reciprocal responsibility to make best use of the resources that have been made available for his education. The institutions have a right to require that students enrolled have an educational background sufficient to permit a prediction of reasonable success in programs undertaken, and to expect that every student has made a personal commitment to learn and benefit from the educational opportunity afforded him.

The recommendations that follow have been predicated on these dual assumptions of individual and state responsibility, in the absence of a generally accepted statement of goals and objectives that would be more specific.

II. Enrollment

Enrollment in 1975

Between 1958 and 1966 total enrollment in all post-high school college level institutions in North Carolina has just about doubled (see Table I). During this same period, however, enrollment in state-supported institutions has more than doubled, from slightly over 30,000 to more than 67,000 students. Projections of demand made by the Board of Higher Education through the year 1975, based on sound statistical and demographic procedures, indicate that by then there will be a demand for college level instruction from approximately 160,000 students, 55,000 of whom will attend private institutions, while 105,000 will seek to enroll in state-supported institutions.

While the private colleges have recently indicated to the Board of Higher Education that their enrollment is expected to increase significantly (slightly over 8,000), enrollment in the public institutions is expected to show a more rapid rate of growth. Today approximately 60 per cent of total enrollment is in public institutions; by 1975 it is expected that nearly 66 per cent of total enrollment will be in public institutions.

The projections also indicate that the greatest rate of college level enrollment growth is to be expected in the college parallel programs of the

community colleges, with a somewhat less rapid rate of growth in state-supported senior colleges and the University. For all public institutions, a 56 per cent increase (38,000) is projected in the next nine years (by 1975), as compared with a 121 per cent increase (37,000) in the previous nine years. It should be noted that the increase in numbers of students is nearly equal but the rate of growth is less than one-half the previous rate.

The Board of Higher Education in August 1966 requested projections of expected enrollment through 1975 from all institutions of higher education in the state, both public and private. As will be noted from the figures contained in Table I, the enrollment projections of public institutions for the year 1975 exceed projections of demand prepared by the Board of Higher Education by 24,000. Accordingly, the Board of Higher Education in the months ahead will request the state-supported institutions to reconsider and adjust downward their long-range enrollment projections so that their projected totals will more nearly approximate the anticipated demand and accord with their long-range plans and needs more accurately.

Enrollment in 1967-69

It is important to note, however, that the enrollment projections of the state-supported institutions for the next biennium do not exceed the demand as projected by the Board of Higher Education. To put it another way, the budget requests of the state-supported institutions are not, in the aggregate, based on incorrect projections of demand and, in the aggregate, will not result in excess capacity during the next

biennium. Quite to the contrary, due to the time lag between the authorization of funds and their actual conversion into programs and structures available to the student body, there will be a period during which the needs of the state-supported institutions and their students will not be adequately met.

It should be noted that while total enrollment projections of institutions for the next biennium agree with Board projections of demand, some institutions may have overestimated and others underestimated enrollment.

Out-of-State Enrollment

There are several aspects of the enrollment picture which deserve the attention of the 1967 General Assembly. The first has to do with out-of-state student enrollment. Approximately 19 per cent of the undergraduate students attending state-supported institutions are from out-of-state. This does not mean that institutions have failed to apply reasonable limits to the enrollment of out-of-state students. It does mean that admissions standards which must be met by out-of-state students are generally higher than for native students and that, as a result, the out-of-state students have, on the whole, tended to be better prepared. Consequently, they have a lower rate of failure than in-state students. Therefore, if an institution admits 15 per cent of its freshman class from other states, it is entirely possible that more than 20 per cent of the graduating class will consist of out-of-state students.

A recent study shows that of 66 representative public colleges and universities in other states, 46 do not apply quotas to out-of-state

undergraduate students, and none apply quotas to graduate students. A study on quotas will be published later by the Board of Higher Education.

Out-of-state students are attracted to North Carolina institutions for many reasons. Many states do not provide a state system of higher education adequate to meet the demands of their citizens; they are thus forced to seek admission to colleges in other states. For some applicants, the quality of education available in North Carolina is a major attraction. In other cases, lower admission standards are an attraction. However, one common thread (and it is typical of the South) is the relatively low tuition charged out-of-state students.

An examination of tuition charges made to out-of-state students shows a wide variation among North Carolina state-supported institutions (see Table II). Actual costs of instruction for a student in state-supported institutions for an academic year are in excess of out-of-state tuition charges, which ranged from \$300 to \$600 at the undergraduate level in 1966.

While the Board of Higher Education believes strongly that every college or university benefits from the broadening influence of capable out-of-state students, it does not believe it desirable or necessary for the state to subsidize out-of-state students to the present extent. In a sense, funds used to subsidize the education of out-of-state students become unavailable to in-state students. For this reason the Board of Higher Education makes the following recommendation:

Recommendation 1 -- To boards of trustees of state-supported institutions of higher education that tuition for out-of-state undergraduate students be raised to \$500 at the four-year colleges, \$600 at the five-year colleges, and \$700 at the University beginning with the academic year 1968-69.

It is important to note that this recommendation applies only to undergraduates. Recommendations concerning tuition charges to students at the graduate level will be made in the August 1968 long-range plan.

As out-of-state students have already applied to and been accepted by the colleges and the University for the next academic year at current tuition levels, it is recommended that a new tuition schedule not be implemented until the subsequent academic year, i.e. 1968-69. Provided the proposed increase in tuition does not materially decrease enrollment of out-of-state students, the additional annual income available from increases in undergraduate out-of-state tuition should approximate \$1,230,000.

In-State Tuition

An examination of tuition charges made to in-state students also shows a wide variation among North Carolina state-supported institutions (see Table II). The range is from \$100 to an equated \$210 at the senior institutions. It is the strong belief of the Board of Higher Education that there should not be different tuition levels at different institutions, as this may influence a student's choice of institution. Instead, he should be free to seek that institution which best meets his needs. In equity to in-state students at all tax-supported institutions, and in recognition of the fact that other required fees and living costs have continued to increase, the Board also believes that in-state tuition should be kept to the lowest possible minimum.

The Board of Higher Education therefore make the following recommendation:

Recommendation 2 -- To boards of trustees of state-supported institutions of higher education that tuition for in-state undergraduate students be equalized in all institutions at \$150 beginning with the academic year 1968-69.

It should be noted that such action would increase the income of some state institutions and therefore decrease the appropriations required from the State of North Carolina. At other institutions, a supplement would be required in the form of additional state appropriations to the "A" Budget.

It is estimated that the additional annual supplement required from the State of North Carolina to equalize tuition charges to in-state students would approximate \$720,000. It should be noted that offsetting this increase in cost would be \$1,230,000 estimated to be available from increased tuition charges to out-of-state students. The result would be a net decrease in costs to the state of approximately \$510,000.

Such action would constitute a reduction in tuition for 56 per cent of in-state students enrolled in the public institutions of higher education, remain the same for 40 per cent, and be an increase for 4 per cent.

III. Financing Higher Education

Budget Preparation and Administration

The 1965 General Assembly established a Study Commission to examine the size, method of selection, and other matters relating to the Board

of Trustees of the Consolidated University. This Commission was also directed to study the question of budget preparation and administration. The Commission recommended "that representatives of the Board of Trustees of the University and representatives of the Governor as Director of the Budget undertake a detailed review of the procedures now employed in administering the budget of the University, with a view to making those procedures as simple and expeditious as possible, consistent with the need to insure that budgeted funds are spent so as to gain maximum educational benefits for the State." That recommendation was an outgrowth of a conclusion of the Study Commission that "the State may be continuing to employ in budget administration procedures more appropriate to the smaller and simpler budgets of years ago than those of today; that largely routine budgetary paper work may be consuming time and energies of administrators both in the University and in Raleigh that could be put to more productive uses; and perhaps most important, the effectiveness of the University may be impaired by separating fiscal authority and program responsibility." The Board of Higher Education concurs in the conclusions of the Study Commission and adds that what was said about the University in particular is equally valid for the public senior institutions which are not a part of the Consolidated System.

The Board wishes to make it clear that it has great respect for the staff of the Budget Division of the Department of Administration. The members of that staff are able, competent, and dedicated. In commenting on the findings of the Trustee Study Commission, the Board emphasizes that its observations have to do with the system, not with the individuals who are carrying out the requirements of law.

After preliminary examination of the existing system of budget preparation and administration, the Board finds that this highly complex and involved subject requires thorough examination if significant improvements are to be made. The Board, therefore, makes the following recommendation:

Recommendation 3 -- That the Governor, as Director of the Budget, direct a re-examination of the process of budget preparation and administration as it relates to the institutions of higher education, and that representatives of the Board of Higher Education and the institutions be invited to participate in the study. It is hoped that the study can be completed in sufficient time to be useful in the preparation of budgets for the 1969-71 biennium.

Pending the completion of such a study or a comprehensive study of all state budget operations, the Board has sought interim means of improving the budget-making process as it relates to higher education. It believes that each state institution of higher education would be assisted in preparing the next budget if it had advance knowledge of revenues likely to be available to it from the state.

Under the existing system, when state institutions are preparing their budgets they do not know the probable resources that may later be available to them. This leads to the development of budgets that are not based on fiscal reality. As a consequence, the Budget Division of the Department of Administration and the Advisory Budget Commission are forced every two years to make substantial reductions in the budget requests of the public institutions. As these deliberations are held in private session for understandable reasons, final decisions as to which items remain in the budget and which are deleted are made without the advice of the affected institution. Inadvertently, deletions are sometimes made of programs funded which are not in the best interests of state public higher education.

The Board of Higher Education has considered means whereby a further strengthening of the relationship between the Budget Division of the Department of Administration and the Board of Higher Education might be achieved. Despite sincere efforts by the Budget Division and the staff of the Board to exchange needed information, these efforts are not uniformly successful. Of even greater importance, educational considerations may inadvertently be overlooked by members of the Budget Division in considering the retention or deletion of programs in institutional budget requests.

If a member of the professional staff of the Board of Higher Education could participate with the Advisory Budget Commission in all higher education deliberations, a material improvement in communications would be effected. It would not be the role of this staff member to judge the desirability of any given appropriation request; it would be his function to see that pertinent information is made available to the Governor and the Advisory Budget Commission.

State Support of Higher Education

Table III shows the overall level of support for higher education in the state for the past six years. General Fund expenditures for higher education have risen from \$23 million to \$49 million, an increase of approximately 110 per cent. During that same period, enrollment increased 73 per cent. Increases in cost are of course the result of a number of factors, not just enrollment growth.

While state expenditures for education as a whole, when expressed as a per cent of the total General Fund revenues, have declined from

70 per cent in 1960 to 62 per cent in 1965, the percentage of total General Fund revenues allotted to higher education has increased from 7.8 per cent to 8.7 per cent.

Nonetheless, the overall quality of educational opportunity in our public institutions, when compared with national averages, leaves our youth at a marked disadvantage. In 1961, the latest year for which comparative data are available, only three North Carolina institutions ranked above the national average Scholastic Aptitude Test (SAT) score for entering freshmen, while twelve ranked below. Similar comparisons may be made with the National Teacher Examination scores. These comparisons are shown in Table IV.

It should be noted that NTE examinations are taken only by, and the test results apply only to, graduates who intend to teach and, for the most part, have completed teacher certification programs. As a group, North Carolina graduates score below the national average (607 in 1966 - N. C. range from 443-652) but when further analyzed on an institution by institution basis, three are found to score above the national average and nine below.⁽¹⁾

At the other extreme, a recent study done by the American Council on Education, entitled "An Assessment of Quality in Graduate Education," indicates that, at the doctoral level, the University of North Carolina at Chapel Hill ranks in the top 25 public universities in the United States while North Carolina State University also ranks high in those departments which were included in the study.

(1) Scores of only twelve institutions are reported, as scores for four new institutions are not yet available.

At the doctoral level North Carolina is offering educational opportunity of high quality. On the other hand, for students at the undergraduate level, the quality of higher educational opportunity in North Carolina ranges from well above to well below national averages.

Averages are particularly misleading for North Carolina, as will be pointed out below in the section dealing with admissions standards. The state tends to have a few distinguished institutions which substantially surpass national averages and a larger number which fall well below.

The state is likely to continue in that position until two changes occur in public policy: additional financial support is made available for the lower ranking institutions, and those institutions establish more reasonable minimum admissions standards.

Impact of Over-enrollment

While adequate and enforced minimum admissions standards could provide a reasonable degree of control over the minimum quality of the institutions, admissions standards should not be used to control the quantity of enrollment. Yet some institutions have consistently over-enrolled and admitted students well beyond the number for which the state appropriated funds. Gross over-enrollment deprives the student of the educational opportunity which the Legislature intended.

It is suggested that the existing system of higher education budget preparation and administration encourages over-enrollment, though surely that is not its intent. The practical effect of over-enrollment is virtually to guarantee that appropriations will be made in the "A" Budget

in the next biennium to take care of the previous over-enrollment. Likewise, there is a much greater possibility of obtaining "C" Budget appropriations as excess enrollment creates additional needs for classrooms, dormitories, and equipment.

Significant over-enrollment in the future also will deprive the community colleges of students who should be attending them, increase the number of withdrawals from residential institutions for academic failure, and unnecessarily increase the cost of higher education for student and state alike.

Therefore, when budgeted enrollment of entering freshmen are under- or over-realized by more than 5 per cent, the Board of Higher Education shall call this to the attention of the Governor, the Department of Administration, and the Advisory Budget Commission and, after consultation with the institutions, make recommendations for corrective action in the next fiscal year.

The Board of Higher Education recommends that no limitation be placed on enrollment at the sophomore level and above in order that spaces will be available for students who transfer from two-year to senior colleges or among other institutions. There should be no penalty to a given institution, its faculty or other students for such transfers. It might be that such transfers would have to be funded through a lump sum appropriation for this purpose or by a larger appropriation than might otherwise be required to the Contingency and Emergency Fund.

IV. Admissions Standards

Admission to institutions of higher education is based upon a combination of factors which include Scholastic Aptitude Test scores,

the applicant's grades, rank in class, among others. The one commonly used national standard for comparing institutional admissions standards is the Scholastic Aptitude Test of the College Entrance Examination Board, generally known as the SAT. Average SAT scores for entering freshmen in North Carolina public senior institutions are shown in Table IV. Obviously, an applicant's rank in class is a vital factor in the admissions process. High school grades, rank in class, and SAT scores are all helpful in predicting academic success of individual students.

For ease of presentation, state-supported institutions in North Carolina have been divided into four categories -- community colleges with "open admissions," the four-year colleges which grant only baccalaureate degrees, the five-year colleges which grant baccalaureate and the master's degrees, and the University. An examination of the minimum SAT scores for admission, and the average scores as shown in Table IV, will show that minimum admissions requirements range from a score of 550 to a high of 800, while the actual average score of entering freshmen ranges from a low of 650 to a high of 1152 (out of a possible 1600) in the fall of 1966. Such a pattern is also typical for institutions of higher education in other states.

It is important to ask first whether the existing minimum standards for admission are adequate and, second, whether they support and encourage an educational pattern that best serves North Carolina's needs?

The Board of Higher Education fully understands that it is public policy in North Carolina for each high school graduate to have an

opportunity for education beyond the high school, appropriate to his abilities and interest. The Board further understands that admissions standards are established by the boards of trustees of the state-supported institutions.

However, it is the opinion of the Board that with the "open admissions" policy of the community college system, admissions standards at some state-supported institutions are significantly below the minimum which should be required for admission of students who expect to earn baccalaureate degrees in a senior college or university.

The Board of Higher Education submits that the low admissions standards used in some of the public institutions are the major explanation for the large number of students who fail to complete their college education. Today in North Carolina there are several public institutions in which "withdrawals" between the freshman and sophomore years approximate 50 per cent of the total entering freshman class. "Withdrawals" by the end of the senior year in some instances exceed 75 per cent. It is true that many of these withdrawals are for reasons other than academic failure, including transfers to other institutions, exhaustion of financial resources, marriage, and entry into the Armed Services (see Table V).

The Board of Higher Education nevertheless believes that the majority of withdrawals are due to predictable academic failure. Many students who are being admitted to college could more profitably benefit from technical and vocational education offered within the community college system.

It is not the intent of the Board of Higher Education to recommend that any high school graduate be deprived of the opportunity for a college education. Prior to the establishment of the community college system -- with its "open admissions" policy which places a student at the level best suited to his ability and motivation -- there may have been a justification for low standards. Many students who later were successful would never have had the opportunity for education beyond the high school. With the advent of the community college system, this is no longer true.

A student with doubtful preparation, ability, or motivation can transfer to a senior college by doing acceptable work at a community college, and indeed continue upward as long as there has been an acceptable academic base established. Thus the concern that colleges with ever-increasing admissions requirements will ignore the so-called "average student" are without foundation. Post high school education in North Carolina will be available to every student. It will be necessary that those with below-average preparation and/or capability exhibit a greater degree of industry for continuing success. Performance is a function of ability but may be modified upward or downward by the industry of the individual student.

The recommendation of the Board of Higher Education regarding minimum admissions standards at each institution does not preclude the admission of a student who has average or even below average scores on the SAT test. In addition, "predicted grade average" formulas now being used by many institutions -- and which should be used by all institutions -- take into account factors such as high school grades and rank in class. In the case of transfer students, the most recent academic achievement is normally the dominant factor in admissions.

Vital to the concept of the community college is the fact that any person may be admitted to study at the level of his current competence, and, based on performance, progress as far as he desires within the system of higher education up to and including a Ph.D. degree. The community college system makes it possible, for the first time, for any student to receive as little or as much post-high school education as his ability and motivation qualify him to complete.

There is, therefore, no longer a justification for unrealistically low admissions standards in public senior colleges and the University.

Furthermore, the continued retention of low admissions standards results in far from optimum use of the limited resources which the state has available for higher education. Clearly, in those instances in which large percentages of entering freshman classes do not complete college, the establishment of higher minimum standards for admission will make more space available to qualified students by directing others into more appropriate post-high school programs.

It is important to note that directing the student who is unqualified for college to vocational and technical training or general education available in community colleges will deprive no student of the opportunity for a college education. He can, in the community college system, prepare himself for college level work by overcoming his educational deficiencies and then transfer to a senior college or university.

For these reasons, the Board of Higher Education makes the following recommendation:

Recommendation 4 -- That the 1967 General Assembly authorize the Board of Higher Education to approve minimum admission standards set by the state-supported institutions which the Board of Higher Education, by law, serves as the State planning and coordinating agency. Such standards may vary from institution to institution.

The authority that the Board of Higher Education seeks is the authority to accept or reject the minimum admissions standards set by a given institution through its proper internal processes. This authority is essential if higher education in North Carolina is to be effectively coordinated.

PART B

V. Private Colleges and Universities

The private colleges and universities in North Carolina in fall 1966 enrolled 45,740 students or 40 per cent of the total enrollment in the state; in 1958 they enrolled almost 50 per cent. Projections for 1975 indicate that the private college portion of the total enrollment will decrease to approximately 34 per cent or approximately 55,000 students (see Table I). Furthermore, it is expected that increasingly the enrollment in private institutions will be from out-of-state; 44 per cent of their current students are from other states.

There is a national trend, which also applies to North Carolina, toward an increasing percentage of the total enrollment of the colleges being found in public institutions of higher education. This trend is reflected in the enrollment projections shown in Table I.

VI. Community Colleges

In rate of growth, the community college system (which also includes technical institutes and industrial education centers) should show the greatest rate of growth in the next decade. While figures in Table I relate only to the college parallel programs in community colleges, the greatest number of students will probably continue to be enrolled in the technical and vocational courses.

The Board of Higher Education concurs with the existing policy of the State Board of Education which states that the community colleges are and should continue to be "open door" institutions, available to any North Carolina citizen regardless of his ability. Once admitted, he is placed in the curriculum best suited to his ability and motivation.

Fundamental to the community college concept is the opportunity for a student to advance within the total system of higher education. Institutions in the community college system provide the opportunity for any student, regardless of his previous education, to progress as far as his ability and motivation will carry him. The community college system in North Carolina is perhaps the outstanding recent development in higher education in this state. It closes a former gap in educational opportunity and, for the first time, truly makes it possible for every person "to burgeon out all that there is within him."

The 1963 General Assembly in providing for the establishment of a state-wide community college system (G.S. 115A-1) made it clear that these institutions are intended to continue to be two-year colleges and will not be expanded to baccalaureate institutions. The State Board of

Education on January 5, 1967 adopted a policy concerning this matter which stated that the unique role of institutions in the community college system

"...is fundamentally different from the more selective role traditionally assigned to four year colleges and universities. Because of this, for a community college to aspire to become a four year college would not represent normal growth, but would destroy the community college role and replace it with an entirely different type of institution.

"The State Board of Education is completely committed to maintaining the unique, comprehensive role of the institutions in the Community College System, and is opposed to any consideration of a community college as an embryonic four year college."

The Board of Higher Education strongly endorses this policy of the State Board of Education. The Board of Higher Education further understands that new community colleges will not be created until their need has been proven through the development and operation of extension units.

Today 12 community colleges (which offer in addition to college parallel programs the same courses offered by technical institutes and industrial education centers) are accessible to 25 per cent of the state's high school graduates. An institution is considered "accessible" if it is located within a radius of 30 miles of the prospective student. Eighteen technical institutes and an industrial education center reach another 45 per cent of the state's population. Thirteen extension units of these institutions reach an additional 12 per cent. A total of 82 per cent of the state's population thus has access to institutions in the community college system. If the eight extension units requested of the 1967 General Assembly are authorized, an additional 7 per cent of the state's

high school graduates will be served, bringing the total to 89 per cent. This leaves only 11 per cent of the state's high school graduates beyond reasonable commuting distance from one or more units of the community college system.

It is important to note that, while college parallel courses are available in community colleges within reasonable commuting distance for only 25 per cent of the state's high school graduates, every institution in the community college system does or can offer courses which are the equivalent of college preparatory programs, designed to help students make up their educational deficiencies. In other words, the student who fails to qualify for admission to a senior college can still go to a community college, technical institute or industrial education center and obtain pre-college work which will, if successfully completed, enable him to qualify for admission or transfer to one of the other institutions of higher education, public or private. In addition, vocational and technical programs suited to individual ability and motivation are available in these institutions in the community college system.

Again, full implementation of the community college program is considered essential if equal access to post-high school education is to be made available to every citizen of the state. Furthermore, in these non-residential institutions, the cost to the student and to the state is less than for education offered by a residential college or the University. For these reasons, the Board of Higher Education makes the following recommendation to the 1967 General Assembly:

Recommendation 5 -- That, as rapidly as is educationally sound and fiscally possible, the community college system be extended so that the state's total population will have access to the community college program. The Board of Higher Education further recommends that this extension of the system, if at all possible, be completed no later than 1972.

If the clearly underqualified high school graduate is to be required to achieve additional competence before gaining admission to a college program then he must have an opportunity to do this college preparatory work in the community college system. In other words, admissions standards at the state's residential colleges can be raised to acceptable minimums only as rapidly as opportunities are opened to students in the community college system.

A close working relationship exists between the Department of Community Colleges of the State Board of Education and the Board of Higher Education. It is imperative that the two programs be fully coordinated.

VII. Predominantly Negro Colleges

Negro colleges will be discussed in the next two sections along with their predominantly white counterparts. It is felt, however, that their role in the existing system of higher education in North Carolina is such that they also merit special discussion.

The predominantly Negro colleges are facing an extraordinarily difficult period of transition, which they share with other Negro colleges throughout the country. At the same time that they must raise their standards to assure their graduates the same level of education as that required of white graduates, they are faced with the reality of less well-prepared students seeking admission to their institutions.

Predominantly Negro institutions, very properly, wish to take care of the needs of those citizens of the state who are handicapped by social, political and economic conditions.

On the other hand, these institutions want to lose their special identity and become equal partners in the system of higher education. They realize that to do this they must raise the quality of their educational offerings. Thus they are faced with the necessity of providing for the immediate needs of inadequately prepared students, while striving to raise the general standards of their educational programs.

If the predominantly Negro colleges, both public and private, are to raise their admissions standards -- a necessary prerequisite to improving the quality of their educational offerings -- they can do so only if three conditions exist. First, there must be a gradual raising of admissions standards to levels equal to their white counterparts. Second, those students who are obviously unqualified to complete college level work must be directed to the community college system. Third, the predominantly Negro colleges must have special financial assistance to enable them to make an orderly transition to their new role.

The raising of admissions standards must be done gradually. A sudden increase could well have a crippling impact on freshman enrollment and, therefore, ultimately on total enrollment. In fact, the Board of Higher Education anticipates that raising admissions standards to acceptable levels will have the temporary effect of eliminating increases in enrollment through 1972, and perhaps as late as 1975, for those institutions with the lowest admissions standards. It is, therefore, imperative that

the raising of admissions standards be carefully phased with an expansion of the community college system. Some institutions among the predominantly Negro colleges might well benefit from temporary decreases in total enrollment. Other institutions, with higher admissions standards, might increase enrollments depending upon the current quality of their educational programs. Equalization of admissions standards should have, as a target date, completion by 1972.

At this time, state support of the predominantly Negro institutions is, generally speaking, comparable to that given the predominantly white institutions. Historically this has not been true. Therefore, as the Negro colleges raise their admissions standards, revise their curricula, and prepare to offer a higher quality educational opportunity to their students, special financial assistance in the form of "catch up" funds will be required to enable them to make an orderly transition. These funds will be needed to strengthen faculty and improve library and other resources.

The Board of Higher Education, therefore, recommends:

Recommendation 6 -- That admissions standards of the tax-supported predominantly Negro institutions be raised to the equal of their predominantly white counterparts; that this transition be carefully coordinated with the expansion of the community college system; and that the necessary strengthening of the faculty, curricula, and facilities in the predominantly Negro institutions be provided by special financial assistance through appropriations by this and succeeding General Assemblies.

The Board of Higher Education will submit a special report to the Governor with recommendations concerning the implementation of such a program.

VIII. Four-Year Colleges

The four-year colleges are those which offer four years of undergraduate work leading to the baccalaureate degree but which do not offer graduate level instruction. In North Carolina today they enroll 6,700 students or approximately 10 per cent of the total enrollment in state-supported institutions. Included in this group are two former junior colleges (Asheville-Biltmore and Wilmington), three predominantly Negro teacher training institutions (Elizabeth City State, Fayetteville State, and Winston-Salem State), and Pembroke State College.

As will be seen in Table IV, some of these institutions have minimum admissions standards while others maintain high standards.

While not requiring legislative action, the Board of Higher Education recommends:

Recommendation 7 -- To the trustees of the state-supported four-year institutions that, among other admissions criteria, they raise their minimum SAT score requirements to 750, effective no later than 1972.

The Board realizes that some institutions may wish to require considerably higher minimums while others will have difficulty reaching the recommended goal by 1972.

It is further suggested that these institutions should continue to devote their prime efforts to strengthening undergraduate programs. The Board believes that it is not in the state's best interest for these institutions to move toward offering graduate level instruction within the next five years.

The Board of Higher Education recommends to the General Assembly that special attention be given to providing adequate physical facilities

for the newly established institutions. The Board notes with concern the problems which face all newly established institutions in the state, particularly in the construction of dormitories. Dormitory facilities at long-established institutions have been paid for by the state or through prior student charges. As a consequence, the construction of new dormitories on a self-liquidating basis results in relatively low carrying charges if the charges are spread over all students housed in college owned facilities. On the other hand, in the case of the newly established institutions, the full cost of amortizing new facilities places a disproportionate burden on the students they house.

While the Board of Higher Education is not yet prepared to make specific recommendations to the 1967 General Assembly relating to over-all student costs, as studies in this area are incomplete, the Board does wish to bring this particular problem to the attention of the General Assembly as it considers capital improvement requests.

The enrollment pattern developing in the four-year institutions shows wide variations. Some institutions, by choice, wish to remain relatively small. Others want to be able to expand rapidly. Some will have to be strengthened considerably before they should be permitted to expand. Those predominantly Negro institutions which fall into this grouping, it is suggested, should plan to remain near their present enrollment during the current planning period. This will be, in part, a by-product of their efforts to raise their minimum admissions standards and to improve the quality of their educational offerings.

IX. Five-Year Institutions

The five-year colleges offer four years of undergraduate instruction leading to the baccalaureate degree and graduate instruction at the master's degree level. These institutions enrolled in fall 1966 approximately 23,300 students, or 38 per cent of the total enrollment of state-supported institutions. The institutions included in this grouping are Western Carolina College, North Carolina College, East Carolina College, Appalachian State Teachers College, and A & T College. There is a need for these institutions to continue in their special role of being the primary source of public school teachers with degrees either at the baccalaureate or master's level.

Increasingly, in the years ahead, there will be need for expanded roles in new areas. The state needs more individuals who hold the master's degree, not only to teach in the public school system and to provide faculty and administrators for the expanding community college system, but also to fill places in government and industry; however, these five-year institutions may serve this function under present statutory provisions.

The Board of Higher Education suggests that admissions standards in these institutions, as in the case of the four-year colleges, should be increased slightly above those contemplated today. The Board therefore makes the following recommendation which does not require legislative action:

Recommendation 8 -- To the trustees of the state-supported five-year institutions that, among other admissions criteria, they raise their minimum SAT score requirements to 800, effective no later than 1972.

As Table IV indicates, this will be an easy goal for three of the institutions and more difficult for two. It is suggested that those institutions with current minimum admission requirements near 800 should emphasize the expansion of their master's degree level instruction in preparing their long-range plans, while those institutions with the lower current admissions standards should contemplate little or no increase in enrollment at the undergraduate or graduate level until they have had an opportunity to absorb the impact of higher minimum admissions standards.

X. Consolidated University of North Carolina

The Consolidated University, in its four units, enrolled 31,000 students in the fall of 1966. This is approximately 46 per cent of the total enrollment in state-supported institutions of higher education.

The University at Chapel Hill and North Carolina State University are clearly mature universities, while the University at Greensboro has not completed the transition from its former role as a woman's college. The newly authorized University at Charlotte is still building at the undergraduate level.

As noted earlier, the American Council on Education study of quality in graduate education indicated that at the graduate level the University of North Carolina at Chapel Hill ranks in the top 25 public universities in the United States. North Carolina State University also ranks high in those departments which were included in that study.

The Consolidated University of North Carolina, through its several campuses, is the only public institution authorized to grant doctoral

degrees in North Carolina. This places a special responsibility on the University in all areas but particularly at the doctoral level.

In considering doctoral level instruction, the Board of Higher Education wishes to call attention to a fundamental concept which must be recognized when considering the expansion of educational opportunities at that level. It is that the Ph.D. candidate is not being trained to serve a single state or region but the nation as a whole.

It is the preference of most universities, public and private, that as many as possible of their faculties receive their doctorates at other institutions. Such a procedure assures stronger departments by constantly bringing fresh viewpoints to bear, and minimizes inbreeding of ideas. Thus, the primary role of a university in training Ph.D.'s is that of providing Ph.D.'s to the entire nation. In turn, a university recruits its Ph.D.'s from the entire nation. In 1965 in North Carolina, 441 doctoral degrees were awarded, 183 by private institutions and 258 by the University of North Carolina. In relation to its population, North Carolina produced more Ph.D.'s than any other state in the South, ranking 21st in the nation. It ranked 12th in the nation in the total number of doctorates produced.

It is also important to note that there is no fiscal limitation on the number of doctorates which the University can confer annually. The fact that there are not more graduates is due to an inadequate supply of qualified applicants, the time required, and the high cost of obtaining a doctoral degree.

The Board of Higher Education recommends to the Board of Trustees of the Consolidated University a continued expansion of its graduate level instruction at both the master's and doctoral degree levels.

The Board of Higher Education further recommends that the University of North Carolina at Chapel Hill and North Carolina State University place particular emphasis in long-range planning for the next decade on graduate instruction at both the master's and doctoral levels. The Board recommends that there be no increase in freshman enrollment at these two institutions.

The Board recognizes the capacity of the University at Greensboro to expand at both the undergraduate and graduate levels. It fully appreciates the necessity to build a strong undergraduate program at the University in Charlotte as the base for the future addition of master's and doctoral level instruction.

In keeping with recommendations for other institutions, the Board recommends:

Recommendation 9 -- To the Board of Trustees of the Consolidated University that, among other admissions criteria, they raise their minimum SAT score requirements to 850, effective no later than 1972.

PART C

List of Recommendations

The interim recommendations of the Board of Higher Education, which are set forth in the preceding text, are:

1. To boards of trustees of state-supported institutions of higher education that tuition for out-of-state under-graduate students be raised to \$500 at the four-year colleges, \$600 at the five-year colleges, and \$700 at the University beginning with the academic year 1968-69.
2. To boards of trustees of state-supported institutions of higher education that tuition for in-state under-graduate students be equalized in all institutions at \$150 beginning with the academic year 1968-69.
3. That the Governor, as Director of the Budget, direct a re-examination of the process of budget preparation and administration as it relates to the institutions of higher education, and that representatives of the Board of Higher Education and the institutions be invited to participate in the study. It is hoped that the study can be completed in sufficient time to be useful in the preparation of budgets for the 1969-71 biennium.
4. That the 1967 General Assembly authorize the Board of Higher Education to approve minimum admission standards set by the state-supported institutions which the Board of Higher Education, by law, serves as the state planning and coordinating agency. Such standards may vary from institution to institution.
5. That, as rapidly as is educationally sound and fiscally possible, the community college system be extended so that the state's total population will have access to the community college program. The Board of Higher Education further recommends that this extension of the system, if at all possible, be completed no later than 1972.

6. That admissions standards of the tax-supported predominantly Negro institutions be raised to the equal of their predominantly white counterparts; that this transition be carefully coordinated with the expansion of the community college system; and that the necessary strengthening of the faculty, curricula, and facilities in the predominantly Negro institutions be provided by special financial assistance through appropriations by this and succeeding General Assemblies.
7. To the trustees of the state-supported four-year institutions that, among the other admissions criteria, they raise their minimum SAT score requirements to 750, effective no later than 1972.
8. To the trustees of the state-supported five-year institutions that, among the other admissions criteria, they raise their minimum SAT score requirements to 800, effective no later than 1972.
9. To the Board of Trustees of the Consolidated University that, among the other admissions criteria, they raise their minimum SAT score requirements to 850, effective no later than 1972.

CONCLUSION

These interim recommendations and the background for them underscore certain basic principles. The Board of Higher Education has increasingly come to realize (1) that higher education in North Carolina cannot be separated from the entire educational spectrum -- the public schools and the community college program as well as the private schools and colleges in the state; (2) the continued "competition" of institutions for appropriations without relation to overall needs or the public's best interests no longer can be considered workable in North Carolina or any other state; and (3) optimum use of the resources available for all education requires overall state-wide planning and coordination.

An effective system of higher education depends on the systematic analysis of needs, objectives and methods in the long-range planning process. Such studies and analyses are underway, as indicated in the introduction to this report. August 1968 is the target date for completion of the long-range plan for higher education in North Carolina for the next decade.

TABLES

TABLE I

ENROLLMENT PROJECTIONS: Institutional Projections
Statewide Demand and Modified Projections, 1967-1975

Year	PUBLIC INSTITUTIONS					PRIVATE	GRAND TOTAL
	Consol. Univ. (1)	5-yr. Coll. (2)	4-yr. Coll. (3)	Commun. Coll. (4)	Total	INSTIT. (Total)	
<u>Actual Enrollment</u>							
1958	16,193	10,796	3,231	278	30,498	29,575	60,073
1966	31,687	24,614	6,720	4,044	67,065	45,740	112,805
(5)							
<u>Projections by Institutions</u>							
1967	33,319	26,327	7,520	6,700	73,866	47,144	121,010
1968	35,984	28,416	8,292	8,200	80,892	49,411	130,303
1969	38,497	30,259	9,505	9,000	87,261	51,615	138,876
1970	40,543	32,865	10,200	10,000	93,608	52,775	146,383
1975	50,204	44,437	14,505	15,000	124,146	60,185	184,331
(6)							
<u>Preliminary Projections by BHE for Long-Range Planning</u>							
<u>Number of Students</u>							
1967	33,700	26,100	7,200	6,000	73,000	47,000	120,000
1968	34,700	26,900	7,400	8,000	77,000	48,000	125,000
1969	36,200	28,100	7,700	9,000	81,000	49,000	130,000
1970	37,700	29,200	8,100	10,000	85,000	50,000	135,000
1975	45,200	35,100	9,700	15,000	105,000	55,000	160,000
<u>Percent Distributions</u>							
1966(Act.)	28.1	21.8	6.0	3.6	59.5	40.5	100.0
1967	28.1	21.7	6.0	5.0	60.8	39.2	100.0
1968	27.8	21.5	5.9	6.4	61.6	38.4	100.0
1969	27.9	21.6	5.9	6.9	62.3	37.7	100.0
1970	28.0	21.6	6.0	7.4	63.0	37.0	100.0
1975	28.2	21.9	6.1	9.4	65.6	34.4	100.0

¹Including Fort Bragg Branch of NCSU

²Senior Colleges with Master's programs including the three military centers of ECC

³Senior Colleges without Master's programs

⁴College parallel program only

⁵As of August 1966 with exception of Consolidated University which has submitted revised projections as of Feb. 1967

⁶Based on the 8-year trend in the ratio of entering freshmen to high school graduates (about one percent annual increase). For further information, see the forthcoming report on enrollments and projections.

TABLE II

UNDERGRADUATE
TUITION, ROOM AND BOARD CHARGES, AND REQUIRED FEES
AT TAX-SUPPORTED SENIOR COLLEGES IN NORTH CAROLINA, SEPTEMBER 1966 - MAY 1967

INSTITUTION	TUITION		BOARD	DORMITORY ROOM RENT		LAUNDRY		LIBRARY FEE	REGISTRATION FEE	OTHER REQUIRED FEES (1)	TOTAL MINIMUM COST TO DORMITORY HOUSED STUDENTS			
	In-State	Out-of-State		Men	Women	Men	Women				IN-STATE		OUT-OF-STATE	
											Men	Women	Men	Women
UNC at Chapel Hill	175.00	600.00	500.00(2)	232.00	270.00	40.00(3)	40.00(3)	4.50	16.50	223.00	1,151.00	1,189.00	1,576.00	1,614.00
N. C. State	175.00	600.00	500.00(2)	266.00	316.00	-	-	-	70.00	282.00	1,293.00	1,343.00	1,718.00	1,768.00(4)
UNC at Charlotte	175.00	600.00	-	-	-	-	-	-	20.00	155.00	350.00(4)	350.00(4)	775.00(4)	775.00(4)
UNC at Greensboro	175.00	600.00	325.00	270.00	270.00	60.00	40.00	-	30.00	244.00	1,104.00	1,084.00	1,529.00	1,509.00
A and T	201.00	453.00	290.00	190.00	190.00	13.00	13.00	-	15.00	134.00	843.00	843.00	1,095.00	1,095.00
Appalachian	150.00	405.00	240.00	156.00	156.00	36.00	27.00	-	30.00	172.65	784.65	775.65	1,039.65	1,030.65(4)
Asheville-Biltmore	280.00	420.00	-	-	-	-	-	-	12.00	52.00	344.00(4)	344.00(4)	484.00(4)	484.00(4)
East Carolina	150.00	402.00	500.00(2)	159.00	159.00	15.00	15.00	-	30.00	201.00	1,055.00	1,055.00	1,307.00	1,307.00
Elizabeth City	175.00	370.00	303.00	149.00	158.00	50.00	41.00	7.00	18.00	178.00	880.00	880.00	1,075.00	1,075.00
Fayetteville	100.00	300.00	297.00	207.00	207.00	27.00	27.00	-	18.00	193.00	842.00	842.00	1,042.00	1,042.00
N. C. College-Durham	150.00	500.00	287.50	217.50	217.50	15.00	15.00	10.00	20.00	81.00	781.00	781.00	1,131.00	1,131.00
N. C. School of the Arts	400.00	700.00	460.00	210.00	210.00	40.00	40.00	-	-	105.00	1,215.00	1,215.00	1,515.00	1,515.00
Pembroke	100.00	300.00	400.00(2)	140.00	140.00	20.00	20.00	6.00	16.00	144.00	826.00	826.00	1,026.00	1,026.00
Western Carolina	150.00	402.00	330.00	162.00	162.00	24.00	24.00	-	24.00	159.00	849.00	849.00	1,101.00	1,101.00
Winston-Salem	100.00	300.00	325.00	201.00	201.00	28.00	28.00	10.00	15.00	148.00	827.00(4)	827.00(4)	1,027.00(4)	1,027.00(4)
Wilmington	210.00	390.00	-	-	-	-	-	-	15.00	123.00	348.00(4)	348.00(4)	528.00(4)	528.00(4)

(1) Detailed listing of included fees is found in Table XVII on the next page.

(2) Estimated by institution

(3) Optional, Estimated (Not included in Total Minimum Cost)

(4) Does not include Board, Room or Laundry

TABLE III

SELECTED EXPENDITURES FROM THE GENERAL FUND

Fiscal Years 1961 - 1966

/In Thousands/

	<u>1965-66</u>	<u>1964-65</u>	<u>1963-64</u>	<u>1962-63</u>	<u>1961-62</u>	<u>1960-61</u>
<u>Total Expenditures From The General Fund</u>	<u>\$558,762</u>	<u>\$463,056</u>	<u>\$490,496</u>	<u>\$384,012</u>	<u>\$368,835</u>	<u>\$296,296</u>
<u>Expenditures for Education:</u>						
State Board of Education	\$291,983	\$267,910	\$255,490	\$232,989	\$223,301	\$181,325
Higher Education	48,786	40,686	35,869	28,235	26,465	23,248
Other	5,079	5,415	4,562	3,871	3,809	2,855
<u>Total Expenditures for Education</u>	<u>\$345,848</u>	<u>\$314,011</u>	<u>\$295,921</u>	<u>\$265,095</u>	<u>\$253,575</u>	<u>\$207,428</u>
<u>Per Cent of General Fund Expenditures</u>						
<u>Spent for Education</u>	<u>61.9</u>	<u>67.8</u>	<u>60.3</u>	<u>69.0</u>	<u>68.8</u>	<u>70.0</u>
<u>Per Cent of General Fund Expenditures</u>						
<u>Spent for Higher Education*</u>	<u>8.7</u>	<u>8.8</u>	<u>7.3</u>	<u>7.4</u>	<u>7.2</u>	<u>7.8</u>

* Includes Board of Higher Education and the sixteen higher education institutions. (Does not include community colleges)

TABLE IV

SCHOLASTIC APTITUDE TEST (SAT) SCORES AND
NATIONAL TEACHER EXAM (NTE) TEST SCORES

	Average Comb. SAT Scores		Minimum for ⁽¹⁾	BHE ⁽²⁾	Mean ⁽³⁾
<u>Institutions</u>	<u>1961</u>	<u>1966</u>	<u>Admission</u> <u>1966</u>	<u>Recommend.</u> <u>Minimum</u>	<u>NTE Scores</u> <u>1966</u>
<u>Consolidated University</u>					
D	975	1039	800	850	638
E	1023	1152	800		652
F	838	971	800		NA ⁽⁵⁾
H	984	1072	800		612
<u>5-Year Colleges</u>					
C	798	894	800	800	586
I	604	664	None		494
L	809	953	800		580
N	774	895	700		579
O	598	745	600		476
<u>4-Year Colleges</u>					
A	539	689	600	750	452
B	808	882	750		NA
G	697	823	700		524
J	565	650	550		481
K	546	652	550		443
M	823	947	700		NA
P	NA	1015	None		NA
<u>National Average ⁽⁴⁾</u>					
	945	NA			607

¹As stated by the institution or as revealed by analysis²For full implementation no later than fall 1972³Note that institutions' scores are "mean" and national average is "median."
They are therefore strictly incomparable. However, in these cases, the
likelihood of any significant difference is small.⁴Approximate⁵NA - Not Available

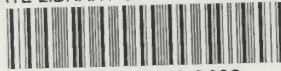
TABLE V
FROM TAX-SUPPORTED SENIOR COLLEGES IN NORTH CAROLINA, SEPTEMBER 1965 - MAY 1966

Student Registrations 1965-66																
Freshmen:																
Fall Semester (or Quarter)	2,305	2,493	811	1,231	1,152	1,348	713**	3,456	309	447	949	626	1,211	514	417	17,982
Winter Quarter						1,327		2,886					1,129	436		5,778
Spring Semester (or Quarter)	2,267	2,344	644	1,203	1,129	1,240	525**	2,724	268	468	1,023	620	1,436	363	473	16,727
Total Freshmen Registrations	4,572	4,837	1,455	2,434	2,281	3,915	1,238	9,066	577	915	1,972	1,246	3,776	1,313	890	40,487
Other Undergraduates:																
Fall Semester (or Quarter)	6,661	5,712	1,004	2,522	2,101	2,176	462**	4,282	704	750	1,540	724	1,627	541	825	31,631
Winter Quarter						2,052		4,623					1,591	592		8,858
Spring Semester (or Quarter)	6,361	5,175	814	2,354	2,028	1,967	507**	4,176	656	720	1,561	735	1,445	594	779	29,872
Total Other Undergraduate Registrations	13,022	10,887	1,818	4,876	4,129	6,195	969	13,081	1,360	1,470	3,101	1,459	4,663	1,727	1,604	70,361
Total Undergraduate Registrations 1965-66	17,594	15,724	3,273	7,310	6,410	10,110	2,207	22,147	1,937	2,385	5,073	2,705	8,439	3,040	2,494	110,848
Withdrawals* 1965-66:																
Freshmen:																
Fall Semester (or Quarter)	52	189	208	45	92	80	54	143	62	30	60	57	132	62	29	1,295
Winter Quarter						99		122					158	67		446
Spring Semester (or Quarter)	216	289	306	116	89	65	151	656	56	166	1	116	239	104	122	2,692
Total Freshmen Withdrawals*	268	478	514	161	181	244	205	921	118	196	61	173	529	233	151	4,433
Other Undergraduates:																
Fall Semester (or Quarter)	588	596	226	24	133	118	38	342	52	63	77	68	153	59	164	2,701
Winter Quarter						111		313					100	68		592
Spring Semester (or Quarter)	576	554	161	126	384	84	92	446	6	128	487	46	77	107	106	3,380
Total Other Undergraduate Withdrawals*	1,164	1,150	387	150	517	313	130	1,101	58	191	564	114	330	234	270	6,673
Total Undergraduate Withdrawals* 1965-66	1,432	1,628	901	311	698	557	335	2,022	176	387	625	287	859	467	421	11,106
Primary Reasons for Withdrawal*:																
Academic Failure	530	1,212	1	44	174	-	153	962	123	107	477	188	332	40	120	4,463
Low Grades	112	9	6	60	1	234	-	298	-	3	1	9	36	30	-	799
College Work Too Difficult	11	11	26	5	5	-	3	-	3	-	2	6	-	22	-	89
Completed Special Terminal Courses	-	-	-	-	-	-	-	-	-	7	-	-	12	-	45	64
Transferred	188	-	22	53	13	9	3	7	7	5	11	9	83	35	10	455
Dismissed for Non-Academic Reasons	31	3	-	8	131	12	-	15	4	20	2	5	1	2	19	253
Illness or Accident (self or family)	106	111	29	37	95	53	13	80	11	20	33	20	29	29	7	673
Financial (self or family)	30	112	53	10	89	7	2	11	16	44	27	12	25	20	3	461
Marriage	6	-	-	25	-	2	-	7	-	2	1	-	32	-	-	75
Marital Problems	-	1	8	-	-	-	-	-	2	-	-	4	-	-	2	17
Employment	88	-	-	-	-	-	-	-	-	3	-	7	32	60	5	195
Personal	79	-	-	67	35	22	-	83	-	2	13	-	31	33	6	371
Deceased	6	-	-	-	-	1	-	2	-	-	2	4	-	-	-	15
Military Service	42	33	-	-	9	2	-	8	5	6	11	10	30	11	4	171
Lack of Interest	37	-	-	-	-	-	-	-	-	-	-	6	-	-	-	43
Dissatisfied	-	67	-	-	-	-	-	-	-	-	-	-	-	-	-	4
Other	166	69	756	7	146	164	161	540	5	160	45	7	205	185	196	150
Total Undergraduate Withdrawals* 1965-66	1,432	1,628	901	311	698	557	335	2,022	176	387	625	287	859	467	421	11,106

* Withdrew during a term, or did not return the following term for reasons other than graduation

**Two term registrations included in total

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The purpose of the North Carolina Board
of Higher Education “shall be . . . to plan and
promote the development of a sound, vigorous,
progressive, and coordinated system of higher
education in the State of North Carolina.”



